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# The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and  
Other Commercial Subjects*

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## *Bookkeeping Brevities*

No. 1

*By Lloyd Bertschi*

*Boston, Massachusetts*

**D**URING recent years great progress has been made in so broadening the educational scope of bookkeeping as to give it a preëminent place in the field of secondary education. No longer can the results of our bookkeeping course be measured alone by the yardstick of vocational efficiency; i.e., the ability to record business transactions or events and assemble statistical data in prescribed and scientifically correct form. The almost universal extent to which the subject is taught in commercial courses in all types of schools, and its popularity as an elective among students not regularly enrolled in business courses, demand an educational content equivalent, if not actually superior, to many subjects that have long been included by common consent in the so-called academic or cultural group.

As a skill subject for purposes of immediate employment alone bookkeeping is of greater importance than ever before. The tremendous increase in both volume and complexity of modern business, the necessity for income and

other federal and state reports, and many other factors, have resulted in a corresponding increase in the use of and necessity for accounting records. This has, in turn, resulted in a larger field of potential employment for the product of business courses now offered in all types of schools, and is primarily the reason for the birth of a comparatively new profession—accounting and auditing.

Now and then, it is true, we do hear of someone who has set out to prove that too much bookkeeping is taught and who has succeeded in proving his contention—to his own satisfaction at least—by statistics laboriously gathered by means of an “occupational survey.” Yet the increased use in the business world of the technical skill resulting from a thorough bookkeeping course has been one but not the only factor in the present-day popularity of this basic subject in business education. One need not look far for further explanation of its popularity. Today public and private accounting and auditing is a pro-

fession on a par with medicine, engineering, surgery, law, or dentistry. It is subject to the same close supervision and careful regulation, and, generally speaking, requires as much if not more preparation. Accounting courses of professional grade are offered in universities, colleges, and other specialized schools of higher learning, and for these courses bookkeeping is almost universally a prerequisite. Hence, many students enrolled in the bookkeeping courses of secondary schools expect to attend higher institutions of learning, there to continue preparation for eventual service and greater usefulness in the business world. Certainly such preparation can by no stretch of the imagination be called wasted educational effort.

#### *Successful Management Requires Knowledge of Bookkeeping Methods*

Another large group of students enrolled in bookkeeping courses will eventually secure business employment but will not put their technical knowledge and skill to direct use. To them the mere knowledge of how bookkeeping functions in the business world is a valuable asset even in early stages of employment. As promotion to positions of greater responsibility comes, such knowledge and the ability to analyze, interpret, and put to use bookkeeping records and statistical data is of even greater value. Anyone at all familiar with business affairs knows how important to successful management is the proper and intelligent use of the information supplied by accounting records. Who would contend that bookkeeping instruction is wasted educational effort for this group of students?

#### *Bookkeeping Training Needs No Further Justification*

Finally, there are those who will never make any specific use, either direct or indirect, of their bookkeeping instruction. Their knowledge may be helpful in planning and operating personal or family budgets, or in some other indirect way such as an understanding of personal banking procedure. But for these students—sometimes "point hunters," sometimes "snap seekers," and sometimes just "aimless drifters"—we need not justify the teaching of bookkeeping from the educational point of view. If the subject does need to be so justified then so does the course in algebra, geometry, modern language, chemistry, or, indeed, in almost any of the other secondary school subjects, except the English and social science groups. As applied mathematics, bookkeeping provides just as effective means of developing analytical reasoning power as does algebra or geometry; its inherent educational

and social values are rapidly gaining the recognition they deserve; and it has the further advantage of being vocational and useable.

On the other hand, if the number of students permitted to study bookkeeping is to be limited by the potentialities of employment as bookkeepers or record clerks, why not apply the same yardstick to many of the other subjects now generally included in the secondary school curriculum? How many high school students ever learn to speak or write French or even to read the literature of that language? Is algebra or geometry ever put to practical use by any considerable number of those who study these subjects in secondary schools? Yet no one would argue that they are too extensively taught simply because the knowledge of them is not put to direct use in later life. Those who know bookkeeping can readily find in it the same inherent educational values as in either of these two branches of mathematics. To characterize bookkeeping as exclusively a skill subject may be taken as a pretty good indication that those who attempt to do so know little of the subject.

#### *New Methods Increase Vocational Efficiency and Educational Value*

As between bookkeeping and many of the so-called academic or cultural subjects, however, there is one outstanding difference when judged from the educational viewpoint of today. For example, the aim, content, and scope of the secondary school course in such subjects as algebra and geometry are more or less stable and have been so for a long time. On the other hand, the subject matter of bookkeeping has undergone such rapid evolution during recent years as almost to justify calling it revolution. To realize how rapidly the very nature of bookkeeping subject matter and instruction has changed, one has only to remember that not until the last decade has the subject matter of the bookkeeping course conformed to correct accounting practice. With two exceptions, no text published prior to 1917 was based on the principles and practices approved by accounting authorities. Only recently have we realized the educational error of many features of both content and teaching plan of the subject matter available for use in the bookkeeping course.

Recognition of the error has resulted in rapid progress toward its correction, and this progress has taken concrete form by way of real improvement in the aim, content, scope, and method of bookkeeping texts. Scientific educational practice as applied to the teaching of bookkeeping demands that the student be neither compelled nor allowed to work blindly toward an unknown goal as is inevitably the

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# CONVENTIONS

## *New York State Teachers' Association*

*Southern District, Commercial Section, Report by Archibald Alan Bowle*

THE program announced the 81st Annual Meeting of the New York State Teachers' Association. This body is becoming a venerable institution, but its age in no way makes it decrepit or backward! Its speakers in the Commercial Section meeting held at New York University, October 15, showed the spirit of youth—the spirit of progress—and gave of their experiences and thoughts for the further advancement of the profession in the interest of the boys and girls under their charge throughout the state.

The chair was taken by Mr. W. E. Worthington, High School of Commerce, Yonkers, and the program carried forward with alacrity under his direction.

### *Rhoades Speaks Again*

Mr. H. L. Rhoades, of the Metropolitan Life Insurance Company, New York City, read an able paper—"The Stenographer and Secretary—Duties and Qualifications," wherein he outlined the specific duties required by his company and suggested a closer coöperation between the business man and the teacher of commerce.

### *The Business English Program*

Mr. Matthew E. Lynaugh, head of the commercial department of White Plains High School, outlined the work in Business English as given in his school. He said that they had first built their program and then sought out the textbooks best suited for the requirements. Words, and Sixty Units of English are among the books used.

### *An Experiment in Teaching Typing*

An outline of the experiment in typewriting instruction which he is conducting was given by Mr. Charles F. Hainfield, Union High School, Union City, New Jersey. The system of learning the whole keyboard mentally be-

fore actual instruction is started in the operation of the keyboard was contrasted with learning one section at a time coupled with the operation instruction. He has found that those following the first method did better work at the end of a specified time on a certain test. The results are not final, as the experiment was limited in scope. He hopes, however, to have more to say after further experimentation.

### *State Specialist Reviews New Gradings in Shorthand*

Mr. C. A. Reed, the new Specialist in Commercial Education in the State of New York, made his bow to New York City teachers at this meeting, and went over the changes in rating shorthand examinations which all those interested should be sure to secure if they have not already received their official copy.

### *Chart Student Difficulties*

Mr. Peter Agnew, of the Orange High School, Orange, New Jersey, offered as a solution for overcoming the difficulties of students, the charting of these difficulties; then special drill can be given to eliminate such errors.

### *"What, Why, and How"*

"Pupils should learn in every classroom lesson not only what to study and why, but how to study the lesson," declared Paul S. Lomax, professor of commercial education at New York University. "To assign pupils things to learn as shorthand outlines or book-keeping transactions without making sure that the pupils have learned how to learn the things, is to leave the biggest and most important job of teaching undone," he added.

Prof. Lomax insisted that effective methods of study are as important to the pupils as

effective methods of teaching are to the instructor. He recommended as one of the most helpful rules for effective study the publica-

tion, "How to Study; Some Suggestions for Students," by Arthur W. Kornhauser, issued by the University of Chicago Press.

### Central District Commercial Section

*Report by W. E. Smith, Utica Free Academy, Utica, New York*

THE meetings Thursday and Friday afternoons (October 21 and 22) of the Central District commercial teachers, were enthusiastic and well attended. Mr. Harold Moe, head of the Commercial Department of Rome Free Academy, was in the chair and introduced the two speakers for the first session—Miss Flora Elder, and Supervisor Clinton A. Reed, of the State Department at Albany.

#### *Typewriting Instruction at Syracuse University*

Miss Elder, in discussing Instructional Difficulties in Typewriting and How to Overcome Them, claimed no new way of solving the problems facing her classes at Teachers' College (Syracuse University). Her methods, she told the meeting, are adaptations of those seen used in classrooms the country over—the same problems are hers, overcome in the same way, and only by hard, persistent effort, for teachers are not working under ideal conditions. Miss Elder heartily endorsed com-

petitions as a great incentive. She exhibited the charts used at Syracuse to show class and individual progress.

#### *Changes in Syllabus and Regents' Gradings*

Mr. Reed explained to this Section, as he did to the other New York teachers, the changes made in the new syllabus, and the new plan for marking shorthand papers in the Regents' examinations.

#### *Lomax Forecasts after Business Meeting*

At the Friday afternoon meeting, the Section voted to hold its spring meeting at Oneida, and to send three delegates—Harold Moe (Rome), Joseph Terbush (Syracuse), and W. E. Smith (Utica)—to meet with those from the other sections to perfect the organization of a State Commercial Teachers' Association.

Mr. Lomax, of New York University, then gave an interesting finale in his Forecast of the Future of Commercial Education.

### Eastern District Commercial Section

*Report by Frances Callahan (Troy, New York), Secretary*

AT the meeting of the Commercial Section held October 21, 1926, at Albany High School, the chairman, Mr. Chester J. Terrill, presided.

#### *Addresses by SoRelle and Lomax First Day*

Mr. Rupert P. SoRelle, vice-president of the Gregg Publishing Company, gave an address on The Development of Typing Power, stressing the necessity for problems in arrangement, after the use of the machine as a tool and mechanical skill upon keyboard had been acquired. He decried the use of too many repetition drills as lacking in thought power and interest.

Mr. Paul S. Lomax, of New York University, gave an inspiring Forecast of the Future of Commercial Education. Mr. Lomax

called the school a business organization, helping to serve the needs of boys and girls. So also might the home and the state be called business organizations. Business education, he said, must be concerned with the social side of things. He recommended the reading of Stewart Chase's "Commercial Waste," and Kornhauser's "How to Study," and emphasized the fact that we learn things by doing.

#### *New Association Proposed*

Mr. Ralph Wiggin, of Gloversville, read a letter from Mr. Harold Moe, of the Central District, as to creating an association for the commercial teachers of the state, each district to be represented by three delegates, meeting at the Christmas recess. Mr. Terrill appointed a committee composed of Mr. George York,



chairman, Mr. Garry Barnes, of Troy, and Mr. Ewing of Schenectady, to consider nomination of delegates for our section, and asked for a report at the October 22 session.

### *Doctor Sullivan Explains State Diploma*

On Friday afternoon, October 22, Dr. James Sullivan, assistant commissioner for Professional Education, explained the State Academic Diploma in Commercial Subjects. He said that the academic diploma is frequently and erroneously considered an equivalent of the college entrance diploma as a credential for college entrance. Commercial arithmetic may not be counted as mathematics on an academic diploma. Many teachers, he said, believe that "twelve old men" at Albany frame the Regents' examinations, whereas these examinations are the work of a committee of our own teachers.

### *Regents' Tests Keep Standards Equal*

In several instances where it was proposed to accept the certification of the principal instead of giving a Regents' examination, the objection was made that the standards of the different schools would not be equal and the Regents' examinations were besought as being the same for all.

Mr. Clinton A. Reed led a spirited discussion at the Round Table on questions relating

to the syllabus in Commercial Subjects. He urged the transcription of shorthand examinations upon the typewriter. He commended the use of the dictionary in transcriptions, also in examinations.

### *Better Transcripts Demanded by New State Gradings*

In the new marking, the penalties for misspelled words are doubled, also for incorrect division of words at the end of line. The penalties in the penwritten letter will also be practically double those of the typed letter. No Regents' credit in Shorthand II will be given unless the student has passed the Regents examination in Typing I.

### *Delegates Chosen*

The report of the committee on nominations to the association advocated by Mr. Moe, read as follows:

Mr. Chester J. Terrill, delegate for two years.

Mr. Garry Barnes, delegate for one year.

Mr. Ralph Wiggin, delegate for three years.

The report was adopted and the various boards of education are to be requested to defray the expenses of these delegates.

The meeting of the Eastern district of the New York State Teachers' Association will be held at Troy next year.



## *California Teachers' Association*

*Central Section*

### *Report by Frances Effinger-Raymond*

**H**UNDREDS of teachers of Fresno, Madera, Kings, Merced, Kern and Tulare Counties attended the Institutes and the annual meeting of the Central Section of the California Teachers' Association, at Fresno City, the week of November 22.

Many phases of education were discussed and the latest teaching methods were outlined by leading educators. The sectional meetings gave consideration to class problems and were interesting, pointed, and resultful.

The talks and discussions in the Commercial Sections developed the unanimous agreement that to be a teacher is not merely to have the qualifications (a university degree, state certification); it also requires the performance of a skill job skillfully. It is not an incidental—a minor job; teaching the skill subjects is a serious—a major job.

If we link facts with their use—then they stick. Facts woven into activities have sig-

nificance to the pupils. The inspiration of the artist with his love for his work, the skill of the artisan and the plain hard work of the laborer all contribute to the make-up of the good teacher.

Mrs. Rebecca Donahue Nason, director of Commercial Education, Fresno Schools, and vice-president of the California Vocational Association, was in charge of the program at Visalia and at Fresno. Her address, "Going Forward by Looking Backward," was vitalized by her exhibit of the results secured in some five years of remarkable success in coöperative training and placement work.

The commercial teachers of Eastern California have selected these leaders to guide them during the school year 1927:

*President*, Mr. Louis B. Davy, Bakersfield

*Vice-president*, Mr. J. F. Bowers, Fresno

*Secretary-Treasurer*, Miss A. M. Petersen, Selma

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These problems will form the open forum programs during 1927:

1. A Commercial major for High School students.
2. Teacher training courses to be established in California Institutions of higher learning for Commercial teachers.
3. Restricted Certification necessary for welfare of Commercial teachers.
4. The problem of Commercial Subjects to be included in the curriculum of a High School.
5. The general elevation of Commercial work in the High Schools of the State.



## Bay Section

High School of Commerce, San Francisco

December 14, 1926

Report by Elizabeth S. Adams

**M**R. JOHN EDGEMOND, director of Commercial Subjects of Oakland Public Schools, presided as Chairman. Mr. H. L. French, from the Commercial Department of Galileo High School, San Francisco, as Secretary, reported proceedings. The first business of the meeting was to elect the officers for the ensuing year as follows:

*Chairman*, Mr. E. B. Ingle, Head of Commerce, Berkeley High School

*Vice-chairman*, Mr. C. J. Smeltzer, Head of Commerce, Modesto High School

*Secretary and Treasurer*, Miss Edith Finley, Galileo High School, San Francisco

### Report on Executive Council Activities

Mr. L. B. Davy from Kern County Union High School gave a concise report on the activities of the Executive Council of the Commercial Teachers of California. He showed how coöperation of the different sections of the state had brought out a friendly recognition of the needs of commercial departments by the State Board of Education. He outlined the future action of the commercial sections, asking for a continuance of this harmonious coöperation. He expressed the gratification of all teachers over the action of the State Board in voting the appointment of a State Director of Commerce to work under the supervision of Commissioner Ricciardi, Vocational Education. Resolutions passed late were in confirmation of Mr. Davy's recommendations.

### Business Man Urges All-Round Training

Mr. Richard M. Neustadt, manager-director of the Retail Merchants' Association of San Francisco, gave a pithy and stimulating talk that was refreshingly free of bromidic re-

marks. He begged for a bigger all-round training for life than is ordinarily given in vocational subjects, begged teachers to develop methods that will bring out the native intelligence of the student, implied that the business man needs closer contact with the teacher, inasmuch as he doesn't know at all what he wants in the way of training for his employees; also, implied that the teacher needed contact with the business man that he might be better informed on the things that make for success. He spoke of business as a flowing, growing thing as fluctuating and thrilling as life itself, to be likened only to a life process; therefore all training for business should have this element of growth involved in the process.

### Modern Trends

Professor J. Hugh Jackson, of the Graduate School of Business, Stanford University, read a paper on the Modern Trends in Commercial Education. He feels there is a decided move towards broadening the pupils' point of view; that it is the function of the school to harmonize the pupils' activities so that they may not become too narrowly vocational. He spoke of the trend towards the "balance sheet" approach in bookkeeping as the method of the near future. Since "doing is education only when the student understands what he is doing," Professor Jackson claimed that the value of this method was so pronounced as to indicate the future development. He feels that salesmanship is a subject to receive much greater recognition in the next few years.

The large audience was appreciative and responsive. Commercial teachers in this state feel that they are coming into their own, a delightfully stimulating tonic, much needed at this time of the year.

# New England High School Commercial Teachers

## Hold Twenty-fourth Annual Meeting

At Harvard University Memorial Hall

November 6, 1926

Report by Charles L. Swem

**F**IVE HUNDRED high school teachers of commercial subjects assembled in Memorial Hall at Harvard University, Cambridge, Massachusetts, on Saturday, November 6, to attend the greatest convention ever held in the history of the New England High School Commercial Teachers' Association.

### General Session

Dr. Wallace B. Donham, dean of the Harvard Graduate School of Business Administration, extended the hospitality of the University to the Association. His address of welcome was cordial and sincere.

Following Dean Donham, President Rufus Stickney introduced one of the most effective speakers of the day, John A. Stevenson, vice-president of the New York Equitable Life Insurance Company. Mr. Stevenson, who was formerly a teacher and school administrator, said in part:

The commercial teacher has more opportunity than any other educator to combine reality with idealism in the teaching of his subjects. He should seek every opportunity to bring into his classroom cross-sections of business life. The truest way to expand imagination, an essential to success in big business, is to inject life situations into the school work as often and as carefully as possible. Vitalize rather than formalize the subject matter.

Other speakers of the general session were Louis P. Slade, principal of the High School of New Britain, Connecticut, whose address



Rufus Stickney  
President, 1926

on A Plan for Individualized Instruction had a special appeal to many teachers on account of an interest in similar methods already developed in several New England cities. After a careful survey of conditions Mr. Slade gave a very interesting account of the developments in connection with the exploratory courses in the New Britain schools, with particular reference to the plan of individualizing the work of the students.

In a very eloquent address Dr. Augustus O. Thomas, commissioner of education for the State of Maine, stressed the teaching of integrity as well as technique in business.

Doctor Thomas said, "Character is the greatest collateral an individual can have for business success. The student should be taught how to plan his first budget, start his first savings account, and make his first investment."

### Luncheon Meeting

At the luncheon which followed, 250 guests, the entire capacity, were accommodated. Dr. Daniel L. Marsh, president of Boston University, and Mr. Irving L. Lindabury, president of the Eastern Commercial Teachers' Association, were guests of honor. Mr. Lindabury spoke of the work that is being done by the executive board of the E. C. T. A. to prepare an attractive program for the meeting next Easter week. He emphasized the fact

that the E. C. T. A. is to hold its next meeting in Boston, and urged all those present to attend the meeting and to coöperate with the officers in making it the greatest event in the history of the organization.

Doctor Marsh's talk contributed greatly to the success of the luncheon. In a gem of brevity, informality, and eloquence, President Marsh said:

The teacher is no longer a teacher of a class, but instead, is a teacher in a class. His job is to develop personality, and character. Knowledge is not enough. A man may become proficient in psychology and use it to "bamboozle" his neighbors; he may employ his expertness in accounting to rob a bank, his skill in penmanship for forgery, and his mastery of chemistry

to kill. Character in addition to knowledge is needed. Character is that which a man is in the spotlight and in the dark. Character training must be embodied in our teaching. Then we may well look forward to the days when students leaving all schools will be socially antiseptic.

### New Officers

At a business meeting, the following officers were elected for the ensuing year:

President, Annie C. Woodward, Somerville.  
First vice-president, Walter E. Leidner, Boston.  
Second vice-president, Ellen Regan, Boston.  
Secretary, W. O. Holden, Pawtucket, R. I.  
Treasurer, Joseph Cantalupi, Everett.  
Assistant treasurer, Charles C. Olson, Medford.

## Shorthand Section

Orton E. Beach, Chairman

**I**N the afternoon the conference divided into sections. The shorthand section met under the able chairmanship of Mr. Orton E. Beach of the Lowell High School. The first topic was "Classroom Devices in Teaching Shorthand Theory," by Miss Teresa Regan, Girls' High School, Boston. Miss Regan exhibited a number of charts drawn on a large scale, which she uses to impress the various rules and principles upon the minds of students and also to correct common mistakes in English. Her remarks were followed with intense interest by the teachers present.

### Dupraw Talks and Gives Demonstration

This was followed by a talk by Mr. Martin J. Dupraw, the present holder of the World's Shorthand Championship, which he has won in two successive contests. Mr. Dupraw described many of the factors that contributed to high attainment in shorthand writing and then emphasized the importance of constant alertness on the part of stenographers and reporters.

All dictators and all public speakers, he said, inadvertently make mistakes, no matter how eminent or experienced they might be. As an example, he asked if they had noticed that one of the best speakers on the morning program had told a story about Mr. Taft as having occurred in 1905 when he was President of the United States. "The reporter or stenographer in such a case," said Mr. Dupraw, "should simply transcribe the statement as 1908 or 1909."

He also mentioned that when he was reporting the ceremonies in connection with the welcome extended to the Queen of Roumania, the eloquent Mayor of New York inadvertently said, "Your Imperial Majesty," but as Roumania is not an empire, Mr. Dupraw

omitted the word "Imperial" when transcribing his notes. These and many other examples were listened to with interest by the teachers, some of whom were making notes to carry back to their classrooms.


Mr. Dupraw then gave a demonstration of blackboard writing, saying he would write first at a "slow pace (150 a minute)"—a remark which although made quite seriously, caused a titter to run all over the audience—and he then increased the speed until it reached 280 words a minute. The dictator was Mr. Lloyd Bertschi, and the sympathy of the audience went out to him in his attempt to articulate fast enough.

### Mr. Gregg Reviews Teaching Methods in Shorthand and Typewriting

The announcement that the next speaker would be Mr. Gregg was greeted with hearty applause. Mr. Gregg spoke in an informal way, taking as his text the demonstration that had been given by Mr. Dupraw. He said that the performances of Mr. Dupraw and other experts merely reflected the general advancement that has been made in the teaching of shorthand in recent years, just as the high records established in the typewriting championships of various kinds are indicative of the advancement made in the teaching of typewriting. He quoted from the U. S. Census reports to show the enormous increase in clerical workers and stenographers. In 1900 the number of "stenographers" given in the United States census was 112,000 and in the 1920 census it was given as 615,000—in the next census it will probably be one million. The increase in population would not account for this increase. The real reason, he believes, is the advancement made in the methods of

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## SCHOOL NEWS & PERSONAL NOTES

From the Editor's Mail Bag

**J**UST after the last issue went to press we received news which will be of interest not only to our readers in this country but in England, as well, for proud father Trefzger has a wide acquaintance among the schools in that country, too. Indeed, many of you remember that he won the English Typewriting Championship in the early days of his prowess as a speed king of the keys! Yes, Master Emil A. Trefzger, Jr., arrived in Brooklyn, December 5. Here's congratulations, and right hearty ones, to Mr. and Mrs. Trefzger from all of us. And as for the young man himself—we look to see him breaking a few records in future championships!

### SHORTHAND EXPERT GIVES ADDRESS HERE

JOHN ROBERT GREGG, FOUNDER OF  
SHORTHAND SYSTEM, SPEAKS  
TO HIGH SCHOOL CLUB

These headlines and the report of a large and enthusiastic meeting of the Gregg Shorthand Association of Lowell, Massachusetts, appeared in *The Lowell Sun* and *The Courier Citizen* of that city. The club was organized by students of the high school and is a thriving body, of which Mr. Dana K. Hart is president. The first meeting, which took place in the Cyrus W. Irish auditorium, was the occasion of the address by Mr. John Robert Gregg.

A second meeting was scheduled and, in fact, took place, with Dean Everett W. Lord, of the College of Business Education, as the speaker. His topic, the papers announced, was "Short Cuts in Business," and the Dean's reputation in his chosen field assured an excellent address. We only regret that a copy of his remarks is not at hand.

Mr. Gregg told in his inimitable, human way, the story of shorthand. He pictured the earliest uses of this "lithic and noble art" and spoke of many interesting phases in its development through the ages. "The first use

of shorthand of which we have any knowledge," he said, "dates back to 63 B. C. when a system was used to report debates in the Roman Senate. Shorthand became very popular during the first century and was taught in over 400 Roman schools. Almost everyone used it, even the emperors themselves."

Mr. Gregg traced shorthand through the succeeding years and, in passing, mentioned the fact that the first pastor of Springfield, Massachusetts, the Rev. George Moxan, was the first to have his sermons reported in shorthand. John Winthrop the younger, son of the first Governor of Massachusetts, employed shorthand, as did many of the best minds of the ages.

"Shorthand is of great educational value," the speaker continued, "for it stimulates the mind and acquaints its users with hundreds of words which might otherwise escape them. Through words we can reach into the wells of knowledge and drink freely."

The association is planning more meetings during the year, and with Mr. Orton E. Beach, head of the shorthand department of the high school, giving a helping hand, we are sure that the club will be a flourishing one.

**A** COURSE in Gregg shorthand has been introduced this year for the first time as part of the University Extension program of the Massachusetts State Department of Education. So numerous were the applications and appearances for the first meeting that two classes have been formed, one meeting on Wednesday evening, the other on Friday evening. The classes are under the personal direction of Mr. Frederick L. Carney, in charge of shorthand work for the state.

**VISITORS** to Victoria, B. C., who are interested in matters pertaining to education are recommended to make an appointment to call upon Dr. S. J. Willis, superintendent of

education. Our own experience of a cordial and sympathetic reception justifies us in advising others to avail themselves of the privilege of such an interview. Dr. Willis, after seven years of service to the Province of British Columbia in his present official capacity, has just received a signal honor from McGill University, his Alma Mater. He was recently given the degree of LL.D., *honoris causa*, in recognition of his fine professional record. We feel that McGill University honored itself as well as Dr. Willis in the presentation of this degree.



YOU have no doubt noticed from time to time in this magazine, following Miss Ulrich's articles, the names of teachers who have won certificates in the *Gregg Writer* Credentials tests. More and more the teachers themselves are adding their own papers to the clubs of student specimens they send in, and the fact that "teacher has one," adds to the student's zest in getting his! It is good for us, too, to prove to ourselves what we can do.

A very fine specimen of shorthand notes was received with the transcript of the com-

mercial teacher in the High School of Princeton, Minnesota—Mr. Arthur D. Tousley. Mr. Tousley transcribed the 100-word test with 99% accuracy. We are sorry space does not permit our showing you what a good style of writing he has.

We may not have received reports of all the Transcription Certificates the *Gregg Writer* has awarded to teachers, but in glancing through several back numbers we notice, besides 60- and 80-word certificates listed, six bronze and a silver medal award. What a satisfaction this must be to the holders, as well as an inspiration to all of their classes!



THE Success Business College, Ltd., Yorkton, Saskatchewan, has recently been burned, but "within two weeks after the fire, which completely destroyed everything we possessed," writes Principal Allen M. Earl, "we were running again in full swing and are receiving many congratulations on what is looked upon as a great accomplishment." That is certainly making short shrift of ill fortune and shows the kind of stuff Mr. Earl and his associates are made of!



## Wins Sesqui Medal of Honor

THE International Jury of Awards of the Sesqui-Centennial International Exposition at Philadelphia has announced the award to The Gregg Publishing Company of the MEDAL OF HONOR, the highest award made to any publisher. The award is made in recognition of the excellence of this company's publications in the field of commercial education.

The Gregg Publishing Company has developed from a small office in Chicago in 1907 to be a concern of world-wide importance, maintaining offices in New York, Chicago, San Francisco, Boston, and London, England; and agencies in Canada, Australia, New Zealand, Africa, India, and Shanghai, China.

Its shorthand system is used in more than 94% of all of the high schools in the United States teaching this subject, and it has developed a large and extensive business in Spanish-speaking countries, Central and South America, and the Philippines, where the system is taught in both English and Spanish. The Gregg Shorthand system is adapted to Spanish,

French, German, Polish, Esperanto, Italian, and Portuguese.

The "Rational Typewriting" series, Commercial Law, Office Training for Stenographers, Secretarial Studies, Economics, Modern Language learning charts and books, Social Sciences, Advertising, Salesmanship, English, Mathematics, Business Organization and Administration round out the list upon which the distinction of the International Exposition award was based.

Particularly significant, too, is the fact that this is the second award that the company has received in recognition of the excellence of its publications. The Panama-Pacific International Exposition, held in San Francisco in 1915, presented the company with the MEDAL OF HONOR for Gregg Shorthand, Rational Typewriting, Office Training for Stenographers, and the *Gregg Writer*.

The growth of its business, the wide and diversified use of its publications, and the high standard of its list testify to the right of The Gregg Publishing Company to the two signal honors that have been bestowed upon it.

## EDITORIAL COMMENT

### ON SUNDRY TOPICS

## *Rhythm Drills as a Factor in Learning Typing*

**R**HYTHM as a factor in typing is becoming more and more recognized by teachers of the subject. Mr. C. L. Michael, head of the department of the Phoenix (Arizona) High School, has achieved some remarkable results with rhythm drills. In a letter to Mr. SoRelle, he says:

I have recently re-read an article by you written some years ago, in which you say that learning typing is very much like learning to play the piano. In that respect you and I are thoroughly in accord. And since I believe in that, I have been studying the music magazines for the last year or so to learn how they teach piano. Here are a few of the many things I have found concerning the use of scales and other exercises that are to the piano what running the keys and rhythm drills are to the typewriter:

"Spend a goodly portion of the practice period in scale practice. Scale playing gives easy, graceful execution.

"Remember all your success as a pianist depends upon your technique, chiefly—and chiefest, on scales, arpeggios, and touch.

"Scale practice is the beginning and the end of pianoforte technique, and complete relaxation of the muscles is necessary in securing a beautiful scale. Any unnecessary contraction of the muscles makes itself heard in the tone quality of the different fingers.

"This work prepares for the scales, which should now begin in their simplest forms.

"Let each pupil have a book of music manuscript and bring it to each lesson. In it you can write down such simple exercises as the above; and you should teach him to begin his practice every day by this purely technical drill. Scales are the alphabet of music, and their mastery cannot begin too soon."

In an article entitled "Rubinstein's Master Method in Piano Study" is found the following: ".....they consist of twenty-four exercises or 'forms,' all based on the scales. They may seem mechanical at first (as indeed they should be), but in the end they lead to infinite freedom."

In commenting on this phase of typing, Mr. Michael says:

That is exactly what I claim for rhythm drills—they promote freedom of finger action which cannot be accomplished by the student while the whole mind is centered on hitting the proper keys, as is the case when practicing words and new matter all the time.

From the *Etude*, a music journal, alone, I could quote page after page of statements very similar to the foregoing and all to the same effect; *vis.*, to acquire proper technique on the piano it is absolutely essential that a portion of the time—it runs from a fourth to a half—should be spent on purely technical drills.

The average student does not get half his potential speed in most classes in typing, and, then, most of them write laboriously. I have watched hundreds of office typists operate, and it is exceptional to see one writing with ease and freedom of execution. I lay this directly to an insufficient amount of drills to develop an easy, smoothly running technique.

The music journals are having a lot to say about relaxation of both hands and body. "You should learn first to relax," and many other comments of like character.

We believe in and follow practically the same methods in teaching typing as are suggested in the quotations for teaching piano, and I'm telling you no secret, nor am I boasting, when I tell you that there are few, if any, schools turning out better typists than we do. Some of them beat us in speed with their top-notchers, but only a few. This year we turned out a 100-words-a-minute student, one of the very few, if not the only, purely high-school-trained student in the United States who has ever made the "Century run" in an open contest.

For the last two years we have been on a sixty-minute-period basis instead of two forty-five-minute periods. We did not lower our standard for speed, but had to somewhat the amount of textbook practice. My instructions to my teachers were that they devote more time to drills—that about the middle of the period they stop and practice rhythm drills for from five to ten minutes. The speed of our students is just about the same as it was under the two forty-five-minute periods.

There is, however, a difference between rhythm drills and scales for the piano or violin that must be recognized. The scales in music, with their numerous variations, actually become an integral part of many compositions. They are not fictitious; they are basic not only as legitimate devices in expressing imagination and feeling in music, but in furnishing gymnastic exercises of the highest importance in acquiring both speed and accuracy. The analogy must be carried out in our typing

rhythm drills. Many of these drills in typing may appear to be unnatural, while, as a matter of fact, they are not—they should not be.

It is our opinion that rhythm drills should, for the most part, furnish foundation material for actual work, as scales do in music, because repetitive exercises, if carried far enough, tend to "stick." Unless "frequencies,"

"runs," etc., become the warp and woof of the drill, our drills will not be of permanent value—in fact, they may become detrimental rather than helpful. There is no reason why the "frequencies" of the language, the "runs" of frequently recurring letters, should not be woven into very practical and beneficial rhythm drills. Are you doing this in your class?



## Obituary

*Vivien Merriman*

**T**HE many friends of Miss Vivien Merriman, associate professor of Commercial Education at the Colorado State Teachers' College, Greeley, Colorado, will be pained to hear of her death, which occurred on November 7, 1926.

Early last Spring Miss Merriman had a severe attack of influenza, which left her in a very weakened condition, and her heart action never recovered. For a time it was thought by the experts who attended her that she might again take up her work, but all hopes were vain. In August she was hopeful of recovery and the president of the College gave her a year's leave of absence.

Miss Merriman was educated principally in Colorado, received her A. B. there, and later the A. M. Degree from the University of

Colorado. It was her purpose to become a teacher of history, but learning shorthand as an aid to her work she became enamored of the subject and decided to make it her life work. As a teacher of this and allied subjects she had few equals. She taught for a time at Denver, then went to the Cass Technical High School at Detroit, where she taught until the call came to return to her native state.

During the five years of her connection with the State Teachers' College many teachers came in contact with her and profited by her wonderful instruction. In rendering service to others she forgot herself. She was most tireless in her efforts, a thinker of the highest type, a power not only in the school but in the community. One could not meet Vivien Merriman without feeling the benefit.

*D. Wallace Frazier*

**T**HE eastern commercial world was shocked by the announcement on December fourth of the sudden death of D. Wallace Frazier, president of the Drake Business Schools of Paterson and Passaic. Within fifteen minutes after he had finished a noteworthy discourse on business ethics before the New York Gregg Teachers' Association in the Hotel Pennsylvania, he was stricken and died before medical aid could reach him.

Mr. Frazier has long been regarded as one of the leading business school men of the East. His schools are recognized as two of the foremost institutions of the country in adopting and maintaining higher standards in commercial education. From his classes have come such remarkable typing experts as Margaret Owen and Florence Wilson, both winners of the championship, as well as many others of

only slightly lesser note. His graduates have invariably entered the business world with the best type of commercial training available.

A leading editorial in the Paterson *Press-Guardian* best describes the loss of this prominent educator.

Mr. Frazier was one of the solid citizens of Paterson. As the head of the Drake schools he did much to assist young men and young women to acquire a business education, but more than that he took eager interest in helping his students to secure positions in which they would properly fit and where their surroundings would be congenial. In other words, Mr. Frazier made of his schools not only a successful business proposition for himself and his associates, but used them as a vehicle for starting young America on the road to a successful and satisfied future.

While Mr. Frazier was of the quiet, unassuming type, he was one of the city's constructive citizens, ever ready to say the word and do the thing that

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# The Secret of Successful Shorthand Teaching

By Florence E. Ulrich

Editor, Art and Credentials Department of the "Gregg Writer"

## What Next?

**M**ANY students will be graduated this month—embryo stenographers ready to make their first flight in the business world. They have been practicing the winged art of shorthand in school with just this end in view. Now they will begin on their own responsibility. Most of them will miss the guiding influence of their teacher—the comfortable assurance that they have felt in the classroom that they can call upon him or her whenever difficulties arise.

This guidance, of course, they cannot enjoy once they have left school and joined the thousands of workers in the business world. The teacher cannot personally go into the office with each one of her pupils. She would if she could, but it is physically impossible. She can, however, project something of her influence into their business lives by seeing that they are provided with the next best thing to her own guidance before they leave school. She can see that the source of their inspiration is not checked but is continued along the same lines as followed in the classroom.

### *Gregg Writer Carries On Your Work*

The natural source of their inspiration is the *Gregg Writer*, the stenographers' professional magazine. Each month's issue provides a fresh supply of inspiration that gives the beginning stenographer and the experienced stenographer alike renewed ambition and desire to keep going toward the goal of their ambition. It also provides new material in shorthand to be read and practiced, helpful suggestions from experienced stenographers for carrying on the work of the business office, tests and contests to try their skill—but all of this you know, who have used the *Gregg Writer* in your classes.

The important point which I wish to make here is this: If the magazine has been helpful to your students while in the classroom under your instruction, how much more valuable

will it become after they leave school and are no longer under your care and supervision! They will need the magazine, then, to provide the inspiration necessary to hold them to the task of qualifying for the ideal of efficiency and service that you have helped them to set for themselves. Only you, as teachers, can make the students realize the tremendous value of the magazine to them immediately upon leaving school.

### *Special Offer Made for Students*

To the students who have won certificates, the special offer of a year's subscription to the *Gregg Writer* and one of the emblems, either pin or ring, at an especially reduced price is still available. If you do not know about it, please write for the literature now so that you may bring the matter before your class before the close of the semester.

### *Don't Forget the O. G. A. Contest*

The O. G. A. Contest copy is reprinted in this month's *Gregg Writer* for the benefit of those who did not receive the December number in which the announcement appeared. Please keep in mind the following information that must accompany each contest club and send it with your papers:

1. State whether or not the club is submitted for membership certificates as well as contest rating, and if it is, inclose remittance to cover the fees for the papers that are to be examined for certificates. No charge is made for specimens to be considered in the contest only, and no report, other than the published report, can be made on such specimens.
2. Each pupil should write on his specimen his name, the name of the school, the name of his teacher, and the address of the school.
3. The club should be accompanied by a statement giving the number of pupils enrolled in the class or classes represented in the contest club, the number

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# Outline of a Two-Year

By Har

*This outline is based on one 40- to 50-minute class period daily, 5 days a week. In addition, in the second year, an extra transcribing period at the typewriter to shorthand*

## First Semester

BASIC TEXTS: Use in parallel—

Gregg Shorthand Manual  
Gregg Speed Studies

SUPPLEMENTARY TEXTS: Choose at least *one*—

Graded Readings in Gregg Shorthand	The Individual Promotion Method for Teaching Gregg Shorthand
Word and Sentence Drills	Beginners' Letter Drills
Analytical Lessons in Gregg Shorthand	Practical Drills in Shorthand Penmanship
Supplementary Exercises in Gregg Shorthand	Lessons in Shorthand Penmanship
Progressive Exercises in Gregg Shorthand	
The Gregg Writer (magazine)	

TEACHERS' REFERENCES: Essential—

The Gregg Writer  
The American Shorthand Teacher

*On the teacher's desk should appear as many as possible of the "Teachers' Texts" listed under "Bibliography."*

PLAN: *Plan 1 (recommended)*—Lessons 1 to 10 thoroughly; 11 to 15 inclusive, rapidly.  
*Plan 2 (much used)*—Lessons 1 to 9, plus specified portions of advanced lessons.

AIMS: To master principles and apply them in the recording of connected matter dictation.

TESTS AND MINIMUM STANDARDS: Daily and weekly quizzes to be dictated, where possible, in order to furnish drill practice. Both writing and reading, as well as transcription, to be timed.

Final tests to be dictated at the following rates and for the suggested periods of time:

		Minimum Wds. per min.	Min.
1.	Wordsigns and derivatives.....	50	4
	Abbreviated words in Manual—pars. 67, 68, 98, 108.....	20	5
2.	<i>or</i> Most frequent words (Ayres' or Harvard lists), includes many wordsigns .....	30	4
3.	New words embodying principles covered; rate to depend upon difficulty .....	10-20	2½
4.	Simple connected matter, transcribed neatly and graded for spelling, punctuation, paragraphing, and literal accuracy; minor shorthand errors to be passed—a test of fitness to do next semester's work .....	30-45	5

# Course in Gregg Shorthand

H. Smith

to 20 weeks a semester, and an equal amount of preparation outside of class. Practice weekly, is advised. This should be arranged as a double period devoted to typewriting.

## Second Semester

BASIC TEXTS: Use in parallel—

Gregg Shorthand Manual  
Gregg Speed Studies  
Gregg Transcription Letterheads

SUPPLEMENTARY TEXTS: Choose at least *one* reading book and *one* other for constructive work—

*Refer to supplementary texts for first semester and additional reading books listed here.*

The Great Stone Face  
The Legend of Sleepy Hollow  
Rip Van Winkle  
Alice in Wonderland

The Man Without a Country  
The Diamond Necklace  
Gregg Shorthand Reader  
Letters from a Self-Made Merchant to His Son

PLAN: *Plan 1 (for schools correlating shorthand and typewriting)*—Complete twenty lessons in the Manual and all of Gregg Speed Studies. Thereafter, introduce transcription of simple, solid matter plates (such as Speed Studies or Graded Readings), if this has not been done earlier.

Proceed gradually to simple letters, beginning with those in Lesson 7, Speed Studies; then to longer and more complex forms. Use Transcription Letterheads for medium and long letters.

Emphasize constant review after completing the Manual. Develop ability to sustain moderate speeds over 5- and 10-minute intervals.

*Plan 2 (for schools not correlating shorthand and typewriting)*—Cover the ground described in Plan 1, substituting for the typed transcription a smaller amount of longhand transcription. Much of this may be done as homework.

AIMS: To acquire a large shorthand vocabulary. This implies considerable instruction and drill in spelling, meanings, and uses of words in written form.

TESTS AND MINIMUM STANDARDS: During the semester use the services of the Credentials Department of *The Gregg Writer* to stimulate efforts to improve style, speed, and accuracy. These include

Complete theory tests  
OGA membership tests  
60-80 words per minute transcription tests  
OGA school and individual contests

Certificates and prizes are awarded to qualifying candidates.

Final *minimum* standards should be 60 to 65 words per minute on non-

technical, business letter matter dictated for 5-minute periods. Grade (a) on accuracy of transcript, and (b) shorthand theory and style.

The final test should provide for range in individual abilities by varying dictations from 60 to 80 words per minute. Students should submit transcripts at speeds they are sure they can reproduce with approximately literal accuracy.

*Note:* Few, if any, cities and states require more than 60 words per minute at the end of the first year. As a minimum passing rate this may be satisfactory; but higher rates are easily attainable.

## Bibliography

### Elementary Shorthand Texts

Gregg Shorthand Manual  
Gregg Speed Studies  
Word and Sentence Drills for Gregg Shorthand  
Analytical Lessons in Gregg Shorthand  
The Individual Promotion Method for Teaching Gregg Shorthand  
Practical Drills in Shorthand Penmanship  
Lessons in Shorthand Penmanship  
Vocabulary Studies for Stenographers  
Progressive Exercises in Gregg Shorthand

### Advanced Shorthand Texts

Gregg Speed Studies  
Analytical Lessons in Gregg Shorthand  
Vocabulary Studies for Stenographers  
Gregg Reporting Shortcuts  
The Stenographic Expert  
Gregg Dictation, Nos. 1 and 2  
Gregg Shorthand Dictionary  
New Gregg Shorthand Phrase Book

### Reading Books

Graded Readings in Gregg Shorthand  
Beginners' Letter Drills  
Gregg Speed Studies  
Supplementary Exercises in Gregg Shorthand  
The Diamond Necklace  
Alice in Wonderland  
Letters From a Self-Made Merchant to His Son  
The Sign of the Four  
The Great Stone Face  
The Legend of Sleepy Hollow  
Rip Van Winkle  
Hamlet  
A Christmas Carol  
The Man Without a Country  
The Art of Making a Speech  
Gregg Shorthand Reader  
Creeds of Great Business Men  
Advanced Practice in Gregg Shorthand, Parts 1, 2 and 3  
Gregg Notes, Nos. 1 and 2

### Dictation Texts

Gregg Speed Studies  
Shorthand Dictation Drills  
Gregg Speed Practice  
Constructive Dictation  
Expert Shorthand Speed Course  
Factors of Shorthand Speed  
Letters from Famous People  
Graded Dictation  
Graded Readings in Gregg Shorthand  
Shorthand Championship Tests  
Advanced Shorthand Texts (*see list*)

### Magazines

The Gregg Writer (students and teachers)  
The American Shorthand Teacher (teachers only)

### Teachers' Texts

Vocabulary of the Gregg Shorthand Manual  
Lesson Plans in Gregg Shorthand  
Standards in Elementary Shorthand  
Some Observations on Secondary Commercial Education  
Analytical Lessons in Gregg Shorthand  
Notes on Lessons in Gregg Shorthand  
Word and Sentence Drills for Gregg Shorthand  
Supplementary Exercises in Gregg Shorthand  
The Basic Principles of Gregg Shorthand  
The Q's and A's of Shorthand Theory  
Gregg Educational Monographs (*see list*)  
Test Materials  
Dictation Texts  
Advanced Shorthand Texts (*see list*)  
Wall Charts  
Wordsign Chart

### Test Material

Hoke Vocabulary Tests in Gregg Shorthand  
Hoke Measuring Scale for Gregg Shorthand Penmanship  
Hoke Measuring Scale for Knowledge of Gregg Shorthand  
Prognostic Tests of Stenographic Ability  
Diagnostic Shorthand Tests  
Progressive Exercises in Gregg Shorthand  
Supplementary Exercises in Gregg Shorthand  
Word and Sentence Drills for Gregg Shorthand  
The Individual Promotion Method for Teaching Gregg Shorthand  
Dictation Texts (*see list*)

### Gregg Educational Monographs

Making Shorthand Teaching Effective  
Handwriting Efficiency in Junior and Senior High Schools  
Typewriting Through Rhythmical Control  
The Fourteen Points in Shorthand Teaching  
Obstacles to the Attainment of Speed in Shorthand  
The Educational and Practical Value of the Study of Shorthand  
Making Shorthand Drills Interesting  
A Neglected Factor in Education  
Application of Tests and Measurements to Shorthand and Typewriting  
College Credit for Shorthand, Typewriting and Office Practice

[Outlines for the third and fourth semesters' work will be given next month.]



## The Secret of Successful Shorthand Teaching

(Continued from page 199)

of papers submitted, the number holding certificates, and the number to be considered for certificates, and should have on it the name and address of the school and name of the teacher or teachers whose work is represented in the group.

### Certificates Issued as Rapidly as Possible

Be sure to give us the address at which you can be reached after school closes, because the unusually heavy work in the department at this time of the year makes it impossible to make reports as quickly as when normal conditions prevail. The utmost effort is made to issue certificates in time for graduation, and special attention is given to requests for certificates for this purpose, provided the requests and the tests arrive in good time, and the fees are mailed in the package so that extra clerical work and delays are not involved. If

we can have a longer time in which to make a report, please let us know, because it will better enable us to make everyone happy.

### Closing Date Earlier This Year

Remember—the contest closes March 15, and all clubs for contest rating should be mailed so as to reach us not later than that day.

### Prizes Worth Getting

Be a loyal Greggite and help to make the contest an overwhelming success this year. There are two beautiful silver cups, besides banners, medals, and handsome diplomas to be awarded, and you and your students should try for your share of them.

All power to you in the contest for better shorthand writing!



## Teacher Certificate Winners

### O. A. T.

Mrs. Kathryn H. Counts, Cedartown High School, Cedartown, Pennsylvania  
Ethel Schleuter, Kiel High School, Kiel, Wisconsin  
Nellie A. Ogle, State Normal College, Bowling Green, Ohio  
Gertrude Cavanagh, Charlestown High School, Charlestown, Massachusetts  
Anna Carlson, Ishpeming High School, Ishpeming, Michigan

### O. G. A.

Edith Mohn, Christopher High School, Christopher, Illinois  
C. Winnifred Kent, St. Catherine's Business College, St. Catherine, Ontario, Canada  
Zenith Homberger, Brown's Business College, Champaign, Illinois  
Sister Mary Louis, Central Catholic High School, Toledo, Ohio  
Cordia Shetter, Elkhorn City School, Elkhorn, Wisconsin  
R. H. Richardson, Park Ridge High School, Park Ridge, New Jersey  
Helen L. Walter, Wayne High School, Wayne, Michigan

Mrs. W. A. Brake, Mangum High School, Mangum, Oklahoma  
Alberta Wolfe, Brighton High School, Brighton, Colorado  
Dorothy E. Payne, Wausau Business College, Wausau, Wisconsin  
B. L. Bass, Jackson Business University, Jackson, Michigan

### Superior Merit

#### Red Seal

Bessie A. Green, Wisconsin Commercial Academy, Milwaukee  
Ruth MacKean, Wisconsin Commercial Academy, Milwaukee  
Thelma Lewis Brothers, Jackson Business University, Jackson, Michigan  
Helen E. Graefe, Union High School, Benwood, W. Va.

### C. T. Honorable Mention

Sister M. Mariella, St. Joseph Academy, Pendleton, Oregon  
Mrs. Kathryn H. Counts, Cedartown High School, Cedartown, Pennsylvania  
Essie Hinkle, Union Business College, Los Angeles, California  
Fern Slater, Alexander High School, Alexander, North Dakota

### THE UNITED STATES POSTAL GUIDE SAYS:

"Postage stamps should not be used in making remittances. Ample registry and money order facilities are provided for the safe transmission of money by mail."

If you will make remittances by check, money order or currency you will be complying with the request of the Post Office Department and at the same time you will be doing us a favor.

## *New England High Schools Convention*

(Continued from page 194)

teaching shorthand and typewriting. The output of correspondence in an office is dependent upon the efficiency of the stenographers. The greater the efficiency of the stenographer, the greater the volume of correspondence disposed of—hence the greater efficiency of business men. The greater the output in the stenographic force per unit the greater the profit on the work done, and the greater the volume of business developed. It is, in short, the Ford principle applied in another way.

### *Competitions Started Progress*

Mr. Gregg then described briefly the developments that have taken place in the methods of teaching shorthand and typewriting in the past twenty-five years. He emphasized the great influence which the spirit of emulation and competition has had upon the whole field of training in shorthand and typewriting, as illustrated in the contests and the eagerness of teachers and students at least to approximate the achievements of the experts. In fact, touch typewriting itself came into existence through the emulation of something that had never been done. That may sound absurd, but it was literally true.

### *Origin of Touch Typewriting*

Mr. Frank McGurrian was working in a law office in Grand Rapids, Michigan, in 1878, and was proud of the fact that he could write rapidly on the typewriter, which was then a new thing.

One day a lawyer watching him said, "Why, that's nothing. There is a girl over in the District Attorney's office who can write my letters from dictation on the machine while she is looking out of the window." That hurt young McGurrian's pride; but he made up his mind that if a girl could do that he was going to do it. So he worked out a plan of striking certain letters on the keyboard to certain fingers, and at last was able to write without looking at the keyboard.

Telling the story of how it had come about, afterwards, McGurrian said, "I didn't meet the girl in the District Attorney's office for two years, and then I found she couldn't write a letter without looking at the keyboard." The lawyer had been "spoofing" him, as the English say! But this is a good illustration of what the spirit of emulation, or of competition,

will accomplish—even of something that had not been done!—because through McGurrian's subsequent demonstrations touch typewriting came into existence.

### *Shorthand Speed Mental as Well as Manual*

In shorthand the mind must be quickened and the hand must be trained. That the mind is the most important factor of all can be demonstrated very easily. In the case of the demonstration by Mr. Dupraw, he wrote just as quickly on the blackboard as he does on paper, yet the conditions of writing on the blackboard and on paper are entirely at variance. The notes on the blackboard are on a much larger scale, the position of the hand is different and the writing instrument is different. Any teacher can try this experiment: Give your students a little blackboard practice, just a little, and then dictate to them while they write on the board. You will find that although they may not have used the blackboard one hundredth or one thousandth part as much as they have pen or pencil, there will be no material difference in speed. This is a convincing demonstration that what the mind recalls or conceives promptly and clearly will be executed by the hand under almost any conditions—provided the hand had been properly trained. But the training of the hand is important and that training should be fundamental—should begin with the first lesson.

As to the mental part of it, Mr. Gregg believes that more attention should be given to training the students to think of the word-forms as complete entities and not as individual units. That is, the student should be trained to form a mental picture of the word, as it were, before beginning to write and then to write it with a fluent, continuous motion. As it is, the students are usually allowed to build up the word form letter by letter, and thus acquire a blundering, hesitating style of execution.

There were several other suggestions in Mr. Gregg's remarks, but we have not space to record them.

### *Creating Interest and Enthusiasm*

The next topic was "The Will to Win—How Shall We Inspire It," which was handled by Mr. Walter A. Morrill, of the High School of Commerce, Worcester, Massachusetts. Mr.

Morrill is a delightful speaker, and his account of his experiences and methods in creating interest and enthusiasm in the study of shorthand were enlivened by many witty stories.

### *Motivation Through Stenographic Contests*

It was unfortunate that the lateness of the hour rendered it necessary for Mrs. Marion Woodruff, head of the Commercial Department of the Gloucester High School, to con-

dense her remarks on Motivation Through Stenographic Contests. Unusual interest was taken in this topic on account of the success that Essex County, and particularly Gloucester, has had with these contests. Mrs. Woodruff stressed the idea that the teacher should not look upon a contest as a burden, or feel obliged to take additional time to coach the unusually bright students in her classes.

Mrs. Woodruff has promised to send us a synopsis of her address so that we may print it in this magazine.

## *Bookkeeping Section*

*E. E. Gaylord, Chairman*

AT the bookkeeping section under chairmanship of E. E. Gaylord, of Beverly, short talks were given by Charles T. Powers, of the American International College, Springfield, on Taking the Awe Out of Law; Arthur W. Johnson, assistant professor of Accounting and Economics of the University of New Hampshire, on The Correlation of Bookkeeping and Economics; and Thomas Henry Sanders, associate professor of Industrial Accounting, Harvard Graduate School of Business Administration, on Bookkeeping as an Education Subject. A penmanship demonstration was given by F. L. Faretra, of Burdett Business College, Boston.

### *Taking the "Awe" Out of Law*

Mr. Powers certainly taught the teachers how to take the "awe out of law" by suggesting that they teach the necessity for law in a free country by the free use of concrete examples; *e. g.*, pupils are not always loyal. They want to be free, and laws take away their liberty. He shows by such examples as the Boston Police Strike how important it is for the enjoyment of liberty, in the large sense, that some liberties be restricted. He takes

the classes to banks, to show them how loans are negotiated, and to the courts, to show them how to act and how those in the courts act.

### *Economics Fundamental in Bookkeeping Course*

Professor Johnson believes that economics and bookkeeping should be so correlated that bookkeeping students will base their reasoning on economic principles. He gave an interesting elucidation of the relations between assets and liabilities, and the effect of profit in increasing capital and of loss in decreasing capital. The emphasis was laid on the fundamental importance of economics.

### *Bookkeeping Educational—Not Merely Vocational*

Dr. Sanders gave a very brief, interesting, and lively address, stressing the importance of bookkeeping as a vocational subject, but maintaining that it has educational value quite as much as older subjects in the various school curriculums. He particularly emphasized its value in teaching straight thinking, because of its logical development.

## *Newer Phases*

*Walter E. Leidner, Chairman*

IN the Newer Phases section, under the chairmanship of Walter E. Leidner (Boston High School of Commerce) Casimir F. Shea, teacher in the High School of Commerce, Boston, spoke on Commercial Art and the Commercial Student; William F. Redding, of the Commercial High School, Providence, on How Achievement Can Be Considered as a Factor in Guidance of the Individual; and

Lewis A. Newton, office practice instructor in the East Boston High School, on Training for Office Trades that the High School Should Offer.

Mr. Shea's address was confined to a presentation of the salient points which indicate the relationship existing between commercial art and the activities of the student after leaving the high school for business. Mr. Shea

illustrated his talk with work done by some of his students at the Boston High School of Commerce.

Mr. Redding showed how the marks of students can be used in guiding them in their choice of studies. As a basis for his talk he referred to his work as counsellor in his own school. Large charts that were reproductions of actual case cards used in his guidance work, showed clearly how marks can be interpreted and the results obtained by careful and thoughtful guidance.

Mr. Newton summarized the results of a study made to determine vocational activity of students after leaving school. In his presentation of his topic he set forth his reasons

why certain training in office appliances should be given in the high school. How such work can be profitably conducted was illustrated by reference to his own classes in office practice at the East Boston High School.

#### *Topics Suggested for Next Meeting*

At the close of the discussion, Chairman Leidner asked for suggestions as to the type of topics that members would like at the meeting next year. Many suggestions were offered that proved helpful and interesting, and it is hoped that at least some of these topics can be covered at the next convention.



## *Important Conference Coming* *February 24, 25, 26*

*Iowa City, Iowa*

**T**HESE are the dates set for the second meeting of the Iowa Research Conference on Commercial Education, to be held at the State University this month. And another opportunity is thus offered our teachers from all parts of the country to get together for a concrete analysis of their problems.

The topics to be discussed will cover the whole range of commercial education; for example:

- The value of teaching rhythm in typewriting—report of a controlled experiment.
- The use of automatization of the 1,000 commonest words in the teaching of typewriting.
- The next step in the measurement of bookkeeping.
- A job analysis of bookkeeping for small towns.
- A new stenographic curriculum.
- A study of eye-movements in learning shorthand.
- The measurement of transcription ability.
- Reorganization of Junior High School Commercial curricula.
- Analysis of clerical duties.
- Occupational histories of commercial students as a basis for curriculum reorganization.

These and other investigations are to be presented by the leaders in research in the field of business education. Among those invited to speak are such persons as Carlson, Brewington, McCredie, Vavra, Slinker, Nichols, Nyquist, Entwisle, Yoder, Blackstone, and Barnhart.

President Jesup sounded the keynote of the conference last year in his address of welcome, when he said, "When we send out invitations to speakers for these conferences, we ask them to leave at home their best platform manner

but to bring to the campus their lantern slides, their charts and diagrams, and their best classroom technique. In other words, in these conferences, interest is centered around scientific inquiry in this field." And the idea proved very popular—reports and discussions on scientific studies of commercial education by day, and at night group meetings after the regular program was over discussed informally their "dreams," their theories and hypotheses, their "best guesses" as to the tendencies of modern commercial education.

The same plan is expected to be followed this year, and in addition to the research program and the informal "theory" discussions, there will be a feature of great interest in the ORGANIZATION OF A NATIONAL ASSOCIATION FOR THE PURPOSE OF IMPROVING THE TRAINING OF COMMERCIAL TEACHERS. Invitations have gone out to each normal school, college, and university in the country asking them to send one or more representatives for the purpose of assisting in the formation of this association. There is great need for better standardization of entrance requirements, terminology, certification plans, requirements for degrees, and the like. There is also need for an organization to act as a clearing house for the problems of these institutions.

A complete collection of the investigations reported at the first conference last year (170 pages) is now in print and ready for distribution.

*(Continued on page 216)*



# DICTATION MATERIAL



to Shorthand Plates in *The GREGG WRITER*

## *George Washington*

*Patriot, Soldier, and Statesman*

*By A. S. Hannaford*

*in "National Union Topics"*

"First in war, first in peace, and first in the hearts of his countrymen," was a just sentiment uttered nearly<sup>20</sup> a century ago by George Washington Park Custis—grandson of Mrs. Washington and adopted son of the distinguished patriot—and<sup>40</sup> the hand of that son was the first to erect a monumental stone in memory of "The Father of His<sup>60</sup> Country," upon which was inscribed: "Here, the eleventh of February (Old Style), 1732, George Washington was born." The<sup>80</sup> stone was located on the site of his birthplace, in Westmoreland County, Virginia, near the banks of the<sup>100</sup> Potomac. The calendar having been changed, we celebrate his birthday on the twenty-second of February.

George Washington was descended<sup>120</sup> from an old and influential family in England. The genealogical researches of Mr. Henry E. Waters seem to have established<sup>140</sup> the connection of the family with the Washingtons of Sulgrave, Northamptonshire. Furthermore, Washington Irving—in his "Life of George Washington"<sup>160</sup>—and whose last days were devoted to this work—has this to say: "The writer of these pages visited Sulgrave<sup>180</sup> some years since. It was a quiet rural neighborhood, where the farmhouses were quaint and antiquated. A part only of<sup>200</sup> the manor house remained, and was inhabited by a farmer.

"The Washington crest, in colored glass, was to be seen<sup>220</sup> in a window of what was now the buttery. A window on which the whole family arms was emblazoned had<sup>240</sup> been removed to the residence of the actual proprietor of the manor. Another relic of the ancient manor of the<sup>260</sup> Washingtons was the rookery in a venerable grove hard by. The rooks, those staunch adherents to the old family abodes,<sup>280</sup> still hovered and cawed about their hereditary family nests. In the pavement of the parish church, we were shown a<sup>300</sup> stone slab bearing effigies on plates of brass of Laurence Washington, and Anne his wife, and their four sons and<sup>320</sup> eleven daughters. The inscription, in black letters, was dated 1564."

The brothers, John and Lawrence Washington, appeared<sup>340</sup> in Virginia in 1658. John took up land in Westmoreland County, became a member of the House<sup>360</sup> of Burgesses in 1666, and died in 1676. His eldest son Law-

rence married Mildred<sup>380</sup> Warner, by whom he had three children—John, Augustine (1694-1743), and Mildred. Augustine<sup>400</sup> married twice; by the first marriage with Jane Butler, there were four children, two of whom, Lawrence and Augustine, grew<sup>420</sup> to manhood. By the second marriage, in 1730, with Mary Ball, descendant of a family which migrated<sup>440</sup> to Virginia in 1657, there were six children—George, Betty, Samuel, John, Charles, and Mildred.

Owing to<sup>460</sup> the death of his father when George Washington, the eldest son of Augustine, by his second wife, was little more<sup>480</sup> than ten years old, the guidance of the future leader of men, through the vicissitudes of youthhood, devolved upon his<sup>500</sup> mother, who was well fitted for the service. He received a common English education, and upon that, a naturally thoughtful<sup>520</sup> and right conditioned mind, laid the foundation of future greatness. At the age of fourteen he wished to enter the<sup>540</sup> navy, but yielded to the discouraging persuasions of his mother; and when he was seventeen years old he was one<sup>560</sup> of the most accomplished land surveyors in Virginia. In the forest rambles incident to his profession, he learned much of<sup>580</sup> the topography of the country, habits of the Indians, and life in camp. These were stern but useful lessons of<sup>600</sup> great value in his future life.

Young Washington was appointed one of the adjutants-general of his State at the<sup>620</sup> age of nineteen, but soon resigned his commission to accompany an invalid half-brother to the West Indies.

Two years<sup>640</sup> later, when the French began to build forts southward of Lake Erie, he was sent by the royal governor of<sup>660</sup> Virginia to demand a cessation of such hostile movements. He performed the delicate mission with great credit; and so highly<sup>680</sup> were his services esteemed, that when, in 1755, Braddock came to drive the French from the vicinity<sup>700</sup> of the Ohio, Washington was chosen his principal aide. Braddock was defeated and killed, and his whole army escaped utter<sup>720</sup> destruction only through the skill and valor of Colonel Washington, in directing their retreat. He continued in active military service<sup>740</sup> most of the time until the close of 1758, when he resigned his commission and retired to<sup>760</sup> private life.

At the age of twenty-seven, Washington married the beautiful Martha Custis, the widow of a wealthy Virginia<sup>780</sup> planter, and they took up their abode at Mount Vernon, on the banks of the Potomac, on an estate left<sup>800</sup> him by his half-brother. In 1774 he

was chosen to fill a seat in the Virginia<sup>820</sup> legislature. The storm of the great Revolution was then gathering, and toward the close of that summer he was elected<sup>840</sup> a delegate to the first Continental Congress, which assembled at Philadelphia in September. He was a delegate the following year,<sup>860</sup> when the storm burst on Bunker Hill after the first lightning-flash at Lexington; and by the unanimous voice of<sup>880</sup> his compatriots he was chosen commander-in-chief of the army of freemen which had gathered spontaneously around Boston. For<sup>900</sup> eight long years Washington directed the feeble armies of the revolting colonies in their struggle for independence.

When the blessed<sup>920</sup> morning of peace dawned at Yorktown and the last oppressors had left our shores, Washington was hailed as the Deliverer<sup>940</sup> of his People, and was regarded by the aspirants for freedom as the brilliant day-star of promise to future<sup>960</sup> generations. During the national perplexities, after the return of peace, Washington was regarded as the public leader; and, when a<sup>980</sup> convention assembled to modify the existing government, he was chosen to preside. The labors of the convention resulted in the<sup>1000</sup> formation of the Federal Constitution, and, as a president of the United States was to be chosen, according to its<sup>1020</sup> provisions, his countrymen, with unanimous voice, called him to the highest place of honor in the gift of a free<sup>1040</sup> people. For eight years following his inauguration in 1789, Washington presided over the affairs of the<sup>1060</sup> new republic—a period the most eventful in its history.

To guide the ship of state, through the rocks and<sup>1080</sup> quicksands of innumerable difficulties, required great executive skill and wisdom; Washington possessed both; and he retired from public life without<sup>1100</sup> the least stain of reproach upon his judgment or his intentions. The great patriot and sage enjoyed the repose of domestic<sup>1120</sup> life at Mount Vernon in the midst of an affectionate family for nearly three years, when the effects of a<sup>1140</sup> severe cold closed his brilliant career in death on the fourteenth of December, 1799, in his sixty-<sup>1160</sup> eighth year. (1162)

## Key to Portrait

By Edith Wells

High School, Lansdowne, Pennsylvania

*Periwig:* many, work, in-not, a-an, great, man, was, he, some, market-Mr., long, can, make, mar, great, what-of it, not-in, can't-country, remit, gain, real-regard, represent, glad, really, minimum.

*Face:* moment, most, mother, go-good, gone, glad, regard-real, in-not, some, kick, from, in God we trust, motto, inclosed, teach-touch-at which, rill, work, car-correct: (*fore-head*) will-well, not-in, glad, am-more, are-our-hour; (*eyes and nose*) good-go, govern-government, can, in-not, key, the, at-it, highly, soon-is not, must, know-no, trust, yes, use,

are-hour-our, tell; him, not-in, go-good, things, inclose, got, tree, would, can, it-at, highly, will-well, check; (*mouth*) country-can't, more-am, in-not, can, glad; (*chin*) run-are not, more-am.

*Stock and coat:* hour-our-are, remember, some, well-will; in which, rear, men, wrote-wrought, life, learn, George Washington, The First President of the United States; grim, green, another: in the, to the, lives, of, great; lake, am-more, some of the older men are famous; shipped, lay-like, league, relative.

## Keep Moving

By The Spectator

In the "San Francisco Examiner"

Don't block the traffic. Keep moving.

If you are not going anywhere, go anyhow and get out of somebody else's<sup>20</sup> road that is going somewhere.

Have you ever noticed in going out of the theater how people stand and talk<sup>40</sup> in the door, obstructing the passage of those who want to get out?

Have you ever been riding in an<sup>60</sup> automobile on Fifth Avenue and found your car held up, and a hundred cars with it, by a slow moving<sup>80</sup> vehicle that insists on stopping every once in a while?

The least a man can do is get out of<sup>100</sup> the road and let other people pass who want to move.

You may not be interested in progress yourself and<sup>120</sup> may be perfectly willing to stand still, but somebody else wants to get ahead and you may be standing in<sup>140</sup> his way.

It is a good thing to lead your children and not to block them. They are advancing constantly<sup>160</sup> and if you wish to help them you must advance also.

There may be a good many progressive minds in<sup>180</sup> a congregation that are blocked by the reactionary attitude of the pastor. A man who is to be the real<sup>200</sup> leader of his people must go on before them and walk fast.

Anybody can sit down and rest, but it<sup>220</sup> is very easy to become a nuisance by so doing. Other people want to move on and the way should<sup>240</sup> be open for them.

There are institutions whose principal excuse for existence is to block progress. They will not go<sup>260</sup> forward nor allow anyone else connected with them to go forward.

Many a man's instinctive desire to progress and to<sup>280</sup> expand his mind has been checked by the influence of his university or his church.

The only man who is<sup>300</sup> safely out of other people's roads is the one who is far ahead of them. He interferes with nobody and<sup>320</sup> he is an inspiration to others.

Of course some people do not like progress and have an instinctive desire to<sup>340</sup> throw stones at those who have demonstrated their liking for it. This is the price you must pay.

But it<sup>80</sup> is better to have people stone you for going too fast than stone and curse you for not going at<sup>80</sup> all.

One dullard and lazy boy can hold the whole class back at school. One reactionary can hold the whole<sup>400</sup> church back. And one member of the family that refuses to budge can be a block in the way of<sup>420</sup> all the others.

If you must stand still, find one place out on the side where you will not interfere<sup>440</sup> with others who want to go ahead.

The world is moving, and moving fast. It is going in the direction<sup>460</sup> that destiny impels. If all you can do is go back to things that were, you are likely to be<sup>480</sup> interfering with those who wish to go ahead with things as they ought to be. (495).

### Lesson One

#### Words

Kate, Annie, grin, treadle, leg, cracker, ninny, tailor, array, amid, May, mamma, lacquer, trail, marked, crate, rill, traitor, rake, wriggle,<sup>20</sup> trigger, crack, cleat, Teddy, clad, Emmet, greet, elk, hatrack, mad, middle, wrecked, hilly, Hallie, giddy, drake, crane, amity, harem, canal,<sup>40</sup> dreamy, creel, gimlet. (43)

#### Sentences

The deacon came in the Arena in a hack. Annie will heat the meat in the kettle. I will not<sup>20</sup> go in the mill in the dark. The lady will get the linen. Can he hit the eagle? Teddy would<sup>40</sup> not eat the cream. Helen will get the tray ready in an hour. Will Henry take the late train? The<sup>60</sup> grey cat ate the wren in the attic. The elk will eat the hay in the rack. Emma will greet<sup>80</sup> Emmet at Allegheny. Ned will rake the hay. (88)

### Lesson Two

#### Words

Dish, balmy, bench, flail, breach, vamp, creepy, mash, bay, nip, flip, clip, palm leaf, plead, abash, applique, abridged, nipped, shellac,<sup>20</sup> shed, shale, shady, gap, gaff, jilt, glib, pledged, caged, belfry, brad, clinch, champ, dipper, fiddle, levee, trample, rash, shame, wretched,<sup>40</sup> victor, shark, raffle, plain, prelate, pig, fleshy, clamp, fade. (49)

#### Sentences

Please give the lady in the cab the name. The Arab will appeal for help for the brave lad. The<sup>20</sup> deed will not be valid if I change the name. He will take the raft at the bridge. Please give<sup>40</sup> him an apple. I will change the hour for the play if he can go. Jack will catch fish at<sup>60</sup> the raffle. The belfry will be very shaky. The sheep came in at the gap by the

bridge. Can she<sup>80</sup> play the fiddle? Eva put the dish in the pan at the back. The bay will be calm. We shall<sup>100</sup> make the change for you. (105)

### Lesson Three

#### Words

Pollen, jollied, bony, foppish, hawk, Dora, Malone, maul, Tory, blotch, trophy, hotel, model, poultry, maudlin, bog, mawkish, motley, mote, morrow,<sup>20</sup> vogue, Polly, nobby, hog, copper, florin, Mocha, mellow, fawn, tallow, fellow, coddle, crochet, croquet, bob, Toledo, romp, prod, bolt, docked,<sup>40</sup> locked, logged, golf. (43)

#### Sentences

The dog caught the bone. John will take Pauline home from the show. The company will favor the friendly tone<sup>20</sup> of the letter. The rogue would not talk about the affair. The judge will call on all. Dora told Flora<sup>40</sup> about the ball. Tom will haul the log from the mill. The hawk caught the chicken at dawn. Bob Malone<sup>60</sup> will get the trophy for Mr. Lockett. He can not ignore the law. Rodney gave Tolley a mellow apple from<sup>80</sup> the bag he had. (84)

### Lesson Four

#### Words

Nugget, blood, cuddle, quake, wean, loop-hole, buddy, awoke, yokel, wigwam, yelp, coupé, tramway, gateway, moody, jute, Yakima, roofed, rookery, muffler,<sup>20</sup> hushed, waylaid, wallet, weep, Webber, whiplash, buggy, bluff, waffle, lagoon, nut, Mutt, hunch, chug, twirl, pulp, pullet, pug, tucked, tweedle,<sup>40</sup> twelve, twinge, rood, ruddy, Rugby, rugged. (46)

#### Sentences

The willow tree grew on the shore of the lagoon. Are you fully awake to the good your book will<sup>20</sup> do? You should look up the wool market before you go away. We will have your book ready in a<sup>40</sup> week. You cannot take your wagon on Broadway. She dwelt in a little hut by the roadway. The fellow gave<sup>60</sup> a low chuckle when the yacht came to shore. If you win your game, you will have to work for<sup>80</sup> it. Will you get the wallet? He took our coupé in at the gateway by the tramway. (97)

### Lesson Five

#### Words

Scrawny, scuffle, scuttle, snowball, conduce, secession, confer, snarl, caution, auction, subtle, swan, terse, cushion, thievery, eraser, Rufus,

Swede, erring, sulk,<sup>20</sup> lotion, drawings, sacred, sadly, safely, Salem, fallacious, salon, stays, Stutz, redress, wrath, theme, thoughts, tooth, teething, rose, wax, plank, wrappings,<sup>40</sup> nothing, smoothly, swinging, stretch, enseal, unload, waitress, trestle, thicken, trespass, slave, plus, exemption, finance. (54)

### Sentences

The glass vase was for Daisy Roth. I think that those pink hangings are very pretty. The gracious Mr. Booth<sup>20</sup> was there. Such an invasion would be foolish. Ruth broke the saucer. Some of you must ask that such a<sup>40</sup> course be put in. Since this is not public business, I shall keep it from the judge. Ruth goes to<sup>60</sup> Paris every year to get goods for these spring sales. I bought this ink at the Smith Book Store. He<sup>80</sup> stayed there all day because he thought the judge would ask for him. You must enroll soon if you would<sup>100</sup> receive your ratings before you leave for the East. (109)

## Lesson Six

### Words

Pious, panacea, ivory, Sylvia, Lewis, aviary, isolation, Bowen, Ryan, wipe, sized, hyenas, Siberia, bite, Eliza, cute, cameo, bribe, browse, Irish,<sup>20</sup> Halloween, Leora, Shean, chaos, Suez, chastise, scowl, whine, voile, typhoon, Myers, filings, vise, coils, thrice, spouse, sty, plowed, obviate, infuriate,<sup>40</sup> grouse, euchre, aisle, Creole, rescuing, lane, line, lion, thine, Sam, Syme, Siam, pipe, Amelia. (54)

### Sentences

A fine view can be had when we reach the top of the cliff. How much of the new serial<sup>20</sup> story have you read? You may apply this on the price of the new files. Syme will be our guide<sup>40</sup> when we take the trip through Siam. We will allow you to take your choice of pipes. Mr. Bowen is<sup>60</sup> giving a series of talks on how to grow cereal grains. Ophelia will ask Leah to take her to Cheyenne.<sup>80</sup> I will not pay such a high price for the voile dress. Do you hear the chimes in the tower?<sup>100</sup> Our boat was caught in the typhoon. (107)

## Lesson Seven

### Words

Stanzas, dentistry, ascent, prances, rented, moaned, remedy, loomed, contempt, defrauded, division, negative, primitive, gender, mended, elated, loaned, devout, ditto, winds,<sup>20</sup> buttons,

relaxes, blended, kindling, detour, synthesis, gentry, freshman, Briton, woodland, widen, veranda, vacant, unaided, totem, thralldom, tenure, tintype, sand, saunter,<sup>40</sup> squint, solvent, solidity, relented, Holland, gland. (46)

### Sentences

Please study and memorize all this work before tomorrow morning. May I call your attention to the second stanza? These<sup>20</sup> premises are rented for the next two months. This is not a difficult task if you will give it plenty<sup>40</sup> of time. The cessation of classes was greeted with applause by the students. The workman demanded an increase in wages.<sup>60</sup> You ought to know what to do in such cases. You will be happy to know there are no detours.<sup>80</sup> These gentlemen said they could go today if we deemed it wise. The cessation of the work of the masses<sup>100</sup> was the cause of much strife. Solomon dominated the princes of his time. (113)

## Lesson Eight

### Words

Daughter, steering, pertinent, Hobart, manager, sisters, Charley, certainty, thermal, thorn, sheltered, vanguard, warranty, jeopardize, learning, plastering, warping, menders, argued, ordeal,<sup>20</sup> wormwood, stretcher, finger, charts, guarded, warmth, sterner, smelter, vortex, yardstick, infernal, vermin, sport, screamer, rudder, thermos, orchestral, guarantor, exertion, blackbird,<sup>40</sup> aperture, lordly, appertain, guitar, portray, turnpike, curdle, Myrtle, stirred. (49)

### Sentences

The martyr starved to death in the cause of freedom. The deserter, sheltered from the storm near the bank of<sup>20</sup> the stream, watched the army march by. Charley will play the guitar. The cashier was very domineering, but he could<sup>40</sup> not extort the money from Mr. Turner of Charleston. Many of these men who formerly were soldiers are becoming good<sup>60</sup> farmers. Mr. Hobart will indorse the check for the firm. Do you like this particular style? Charles hurt his finger<sup>80</sup> in the cider mill. Every signer of this paper is a guarantor. (92)

So to conduct one's life as to realize one's self—this seems to be the highest attainment possible to a<sup>20</sup> human being. It is the task of one and all of us, but most of us bungle it.—*Ibsen*. (39)



*Business Letters**Discrepancies in Account*

(From Gardner's "Constructive Dictation,"  
page 133, letters 1, 2, and 3)

A. X. Kronhall & Company,  
897 Cedar Avenue,  
Worcester, Massachusetts

Gentlemen:

Your good remittance of \$58.40<sup>20</sup> has been received and placed to your credit. You have employed also a credit of \$5.92<sup>40</sup> issued November 1.

We find, gentlemen, that you have previously used this credit. There appear<sup>60</sup> on our ledger two charges of \$5.92, one of October 20 and the other of<sup>80</sup> the 25th. The credit deducted from your remittance was used to offset one of these.

Please include the amount,<sup>100</sup> therefore, when making your next payment.

Yours very truly, (109)

Mr. G. R. Ingersoll,  
Waterford, New York

Dear sir:

Thank you for your remittance of \$101.30.<sup>20</sup> There are some discrepancies in your account to which we would call your attention.

For our invoice<sup>40</sup> of August 30, 1917, you remitted the amount of twenty-eight cents. Our invoice of this date was \$3.28,<sup>60</sup> leaving the amount of \$3.00 still open.

You did not include payment for our<sup>80</sup> invoice of November 6, and we are taking the liberty of inclosing a duplicate of this for your attention.

The<sup>100</sup> credit of ninety cents dated November 7 which you deducted in this remittance had already been used in your remittance<sup>120</sup> of January 15.

You will see from this that the amount of \$4.24 is still<sup>140</sup> open on your account. Please include it with your next remittance.

Yours truly, (143)

Mr. A. R. Curtis,  
263 Central Avenue,  
Dubuque, Iowa

Dear Sir:

It seems our credit is correct<sup>20</sup> for the clocks and watches mentioned in your letter of February 12.

Your letter of December 14 states that you<sup>40</sup> returned 21 clocks and 24 watches. We credited you with this number at the price which you will<sup>60</sup> see on your invoice was \$.95 each for the clocks and \$.92 each for the watches,<sup>80</sup> a total of \$42.03.

On rechecking these figures you no doubt will see that your<sup>100</sup> account has been properly credited.

Yours very truly, (108)

*Sincerity and Knowledge*

By Harold Whitehead, Boston University, in "Your Job"

Your sincerity is shown by what you say and do. Sincere acts and words are actuated by earnest thought and<sup>20</sup> a desire to do right.

Enthusiastic belief in the "worthwhileness" of your work cultivates earnestness of purpose. Without this belief<sup>40</sup> in yourself and the business you work for, your heart is not in your work and you are indifferent, and<sup>60</sup> to that extent insincere in your efforts.

Learn to say what you mean and to mean what you say—then<sup>80</sup> you are sincere and your value has increased, a hundredfold, for people will say: "He's the man you want; you<sup>100</sup> may be quite sure of his sincerity of purpose."

Thorough work must be built upon sincerity. Without it, results are<sup>120</sup> patchy and faulty. Sincerity is a spiritual force which stamps the hall mark of excellence on your works whatever they<sup>140</sup> may be.

And now another thing to discuss is—Knowledge.

Knowledge is a clear perception of Truth. It is<sup>160</sup> a rare and valuable asset, for while all of us "know" a lot, unfortunately much that we "know" isn't so.<sup>180</sup>

Have you the faculty of proving information, or do you swallow everything that "they" say. You read an item in<sup>200</sup> the paper that such and such a thing happened somewhere and you believe it, although it may be a news<sup>220</sup> report from a vague and unreliable source.

For example, you have read a lot about conditions in Russia, or Ireland.<sup>240</sup> You "know" a lot, but do you actually know a single thing? Reports are conflicting, you know. Honestly now, don't<sup>260</sup> you believe what you want to believe? Don't you let your feelings govern your common sense?

In politics, for instance.<sup>280</sup> What do you know about either party? To hear the politician talk you would believe that one side is black<sup>300</sup> and the other glistening white—but what do you know?

In business, consider how pitifully trifling is your knowledge of<sup>320</sup> facts—how much you accept without question merely because you want to believe it.

The trouble with most of us<sup>340</sup> is that we jump at a conclusion instead of getting facts and analyzing them honestly.

I cannot do more than<sup>360</sup> hint at the knowledge you need, and how to get it. Suffice it to say that there are few kinds<sup>380</sup> of knowledge necessary for the business man.

- 1—Knowledge of self.
- 2—Knowledge of his business.
- 3—Knowledge of human<sup>400</sup> nature.
- 4—Knowledge of the value of time.
- 5—Knowledge of the value of money. (415)

30

The right kind of reading will help you to rule.(10)



## Quality Positions

A trained organization and contact with school officials in every part of the country enables us to place commercial teachers in the finest positions. If you want a better place now, or for the coming school year, write for full details.

### **SPECIALISTS' EDUCATIONAL BUREAU**

**Robert A. Grant, President**

**Odeon Bldg., St. Louis, Mo.**

## *The East Looks West*

One of our Eastern clients, a superintendent who has hired a number of our nominees, has just engaged a Western teacher, on our recommendation, at \$200 more than she was willing to accept, a figure about \$900 above what she last received. She is worth the generous salary she is to have, **but she needed diplomatic assistance to get it.** That's where we fit. May we help you?



### **The National Commercial Teachers Agency**

*(A Specialty by a Specialist)*

**E. E. Gaylord, Mgr.,**

**Larcom Avenue, Beverly, Mass.**

## The Comma Hound

By Charles Divine

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(Continued from the January issue)

So he called up Rex<sup>2680</sup> Whitock and begged off from the engagement to go down to the country club for golf and dinner, promising that<sup>2600</sup> he'd go the next afternoon instead. Rex and a couple other business men were in the habit of dining together<sup>2620</sup> at the club, and Reed was a recent member of the country club and could never shake off the feeling<sup>2640</sup> that he was an outsider.

"The Elms," where he lived alone, was an old mansion that had fallen upon the<sup>2660</sup> evil days of boarders and housekeeping apartments, under the proprietorship of Mrs. Tootle. Reed occupied the largest suite, consisting of<sup>2680</sup> parlor, bedroom and bath. In the parlor he sat at his piano after dinner, staring blankly at the music rack<sup>2700</sup> and feeling no more like playing than flying a kite.

"Just beginning or all through?" demanded the voice of Mrs.<sup>2720</sup> Tootle from the spot where his door to the hall stood ajar. Mrs. Tootle was always being discovered standing around<sup>2740</sup> speaking in a sing-song voice, like a strophe in a Greek chorus.

Reed turned to regard her lank, lethargic<sup>2760</sup> figure, and then turned away, hoping she would do the same.

"All through," he announced.

But Mrs. Tootle wasn't.

"When<sup>2780</sup> I think of all the time my father made me study the piano—and now you can turn one on<sup>2800</sup> by pushing a button and play anything! They say, though, that if everybody stopped singing lessons and piano and so<sup>2820</sup> on, there wouldn't be any more music after a while. It would die out. I guess that's true enough." She<sup>2840</sup> paused to let somebody else chant the antistrophe. But Reed remained silent. "Think of the people who spend their lives<sup>2860</sup> learning to play the piano. . . . It never struck me!"

The futility of Mrs. Tootle's philosophy, after she had gone, aroused<sup>2880</sup> a certain resistance in his mind.

"Think," he said to himself, "of the people who spend their lives learning to<sup>2900</sup> do anything! Well, that's what life is for—learning. . . . And I've learned a good lesson today."

But what it was<sup>2920</sup> he couldn't have said, and to avoid having to explain it to himself, he grabbed up his hat and went<sup>2940</sup> out for a walk, stopping at the public library to consult the shelf of rhetoric books and coming away with<sup>2960</sup> a sentence running through his head: "independent elements are separated by commas." When he reentered his rooms he was still<sup>2980</sup> saying to himself: "independent elements are separated by commas." Like a popular musical comedy air, it kept repeating itself in<sup>3000</sup> his mind, and he got in bed murmuring it. Then, just before he fell asleep,

it became: "Muriel and I<sup>3020</sup> are separated by commas."

In the midst of renewed efforts at concentration and keeping two stenographers busy, Reed was summoned<sup>3040</sup> to Mr. Marble's office.

"Did you know that Lamont Pittsley recently bought some stock in this company? Well, he did.<sup>3060</sup> And last night he stopped me at the country club and said he'd heard Muriel had been fired. He says<sup>3080</sup> he's coming in to see you the first chance he gets. What are you going to say to him?"

Reed<sup>3100</sup> was suddenly struck dumb.

"I—I don't know," he admitted frankly. "But I hope he doesn't come in today." He<sup>3120</sup> smiled grimly. "I'm working like a house on fire, and I don't want any cold water thrown on it."

At<sup>3140</sup> five o'clock Reed let Rex Whitock carry him off to the country club, where he dined with Rex in a<sup>3160</sup> corner where he hoped he would be inconspicuous enough to escape the notice of Lamont Pittsley. Muriel was there, and<sup>3180</sup> so Reed assumed that her father might well be somewhere about. At nine o'clock the usual Tuesday night dance began,<sup>3200</sup> and at nine-thirty Reed stood with Muriel, in a lull in the dancing, at the far end of the<sup>3220</sup> long Moorish-arched veranda, with its view across the valley below, where the headlights of automobiles moved comet-like through<sup>3240</sup> the night.

"How did the commas go today?" Muriel smiled as she leaned against the veranda rail.

"That's what I<sup>3260</sup> want to talk to you about—in a sense." He put his hands on the rail at her side, facing<sup>3280</sup> her. "You may not care to explain this to your father, but I want to explain it to you. The<sup>3300</sup> reason I asked you to leave. It may sound funny to you, but—but it's because—" His hands stiffened on<sup>3320</sup> the rail. "Oh, it does sound funny, I suppose," he went on with such an odd look on his face,<sup>3340</sup> illumined by a near-by window, that Muriel could see the struggle he was undergoing to say what he<sup>3360</sup> wanted to say; "it's because I love you—"

"Reed!" Muriel caught her breath, and the color swept into her cheeks.<sup>3380</sup>

"I mean," he put in hastily, "it was because I loved you. I know you don't care anything about me,<sup>3400</sup> that you probably think I'm silly to act as I did, but I couldn't help it. I'm so in love<sup>3420</sup> with you—I mean, I was so in love with you that I couldn't do my work properly with you<sup>3440</sup> there. I got things muddled. The salesmen noticed it. Mr. Marble began to wonder if I oughtn't to give up<sup>3460</sup> the sales managership and go back to my old job. You see, being in love with you, Muriel, was a<sup>3480</sup> darn serious business! . . . Now, do you understand?"

"What a funny proposal!" She studied him, astounded, silent for a moment. "You<sup>3500</sup> surprise me, Reed."

He tried to laugh, but it didn't come off.

"I know. I surprise myself." His glance traveled<sup>3520</sup> down the shadow-spotted veranda toward the flood of light in the big open doors where a knot of young<sup>3540</sup> men stood smoking

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and talking gaily; he recognized the figures of Van Arsdale, Wadsworth, and Drake, recent college graduates whose<sup>3560</sup> families were well known in Pittsleyville. "I've often wondered," said Reed, nodding toward the group, "why you haven't fallen for<sup>3580</sup> some of those boys."

"You don't know them very well, do you?"

"No," he admitted.

"That's the reason. You're too<sup>3600</sup> sensitive. They're too blasé. I'm waiting for what you might call 'the happy medium.'"

"I suppose you think I'm mad."<sup>3620</sup>

"No, you're not mad. You're methodical. What you really need is a little madness in your method." She paused, and<sup>3640</sup> he missed the chance to catch a suddenly wistful look in her dark eyes. "Shall I tell you more about<sup>3660</sup> yourself, Reed?"

"Go on," he urged grimly, "since you can't tell me you love me."

"I like you," she said<sup>3680</sup> with friendly emphasis, "as well as any man I ever met. And I know you fairly well, Reed—better than<sup>3700</sup> you think, perhaps. I know, for example, how self-centered you are." Though he winced and then stood stiffly against<sup>3720</sup> the rail, she went on: "If it hurts your peace of mind to be told this, it's a good thing.<sup>3740</sup> For you don't like to have anything upset your peace of mind, your office routine. I upset you. So you<sup>3760</sup> fire me. If you really loved me, you wouldn't care whether I interfered with your job or not. You'd throw<sup>3780</sup> it over and get another one, and in time learn how to handle me and a job too. You've always<sup>3800</sup> told the salesmen 'you can't keep a good man down.' That's a good platitude for the office. But you don't<sup>3820</sup> live anywhere else. You stay in your shell, an office shell. You ought to change that motto and make it,<sup>3840</sup> 'you can't keep a good man down town.'"

Reed shifted on his feet uneasily.

"That's all right," he admitted, glancing<sup>3860</sup> restlessly toward the doorway, "but you don't understand me."

Muriel had no compunction about laughing.

"Oh, dear!" she exclaimed ironically.<sup>3880</sup>

"Another misunderstood man! . . . Let's go back inside. I see you want to get away."

He did want to get away,<sup>3900</sup> feeling so unhappy and discontented that when he was alone again he sought out a deserted corner of the reading<sup>3920</sup> room. But, as luck would have it, the iron-gray head of Lamont Pittsley rose from the chair-back that<sup>3940</sup> had been hiding it, and the next moment Mr. Pittsley's bulky figure confronted him.

"Davis," said Mr. Pittsley crisply, "I've<sup>3960</sup> been wanting to have a word with you."

"Now," thought Reed, groaning inwardly as he faced the most influential living<sup>3980</sup> Pittsley of Pittsleyville, "here's where I get the dickens!"

"Muriel tells me you fired her—"

"Oh, no," protested Reed, "not<sup>4000</sup> 'fired'—I merely had to make some changes—"

"I prefer to call it 'fired,'" he said, his eyes gleaming warmly.<sup>4020</sup> "And I can't thank you too much, Davis. I'm immensely pleased."

He didn't seem to notice that Reed's jaw had<sup>4040</sup> dropped. "I never wanted Muriel to try to be a business woman. But I told her I'd put no obstacles<sup>4060</sup> in her way. I'd let her simply go it on her own. I wouldn't even put in a word for<sup>4080</sup> her when she said she wanted to work for you—"

"She—she said that?" stammered Reed.

"That she wanted to<sup>4100</sup> work for me?"

"Yes, and now, thanks to you," went on Mr. Pittsley with a smile, "and her being temporarily<sup>4120</sup> out of employment, I've persuaded her to go to Europe with me for three months. You've done me a great<sup>4140</sup> favor, Davis."

"It—it was surely unintentional," said Reed courageously, and wondered if this remark came under the head of<sup>4160</sup> "coming out of his shell."

Mr. Pittsley laughed appreciatively.

"Even so, why don't you come over and have dinner with<sup>4180</sup> us some night? Muriel is still speaking to you, isn't she?"

"Oh, she's speaking all right!" Reed assured him with<sup>4200</sup> singular emphasis.

"It'll have to be after we get back from Europe."

Reed thanked him and said he'd be glad<sup>4220</sup> to come. (4222)

(To be concluded next month)

36

Keep your head cool—your feet warm—your mind busy. Don't worry over trifles. Plan your work ahead and then<sup>20</sup> stick to it—rain or shine. Don't waste your sympathy on yourself. If you are a gem someone will find<sup>40</sup> you. (41)

## Short Stories in Shorthand

### A Catch In It

"That's a wonderful office boy of mine. Doesn't smoke, play two-up, or go off to watch football matches. He's<sup>20</sup> almost perfect."

"Indeed? Then he must have a fault. What is it?"

"Well, his only fault is that he won't<sup>40</sup> work." (41)

### And He Did!

Professor: A fool can ask more questions than a wise man can answer.

Freshman: That's why we all flunked. (19)

### Doubtful Comfort

Patient: Doctor, do you think I'll live through the operation?

Doctor: Most certainly. One out of ten survives it, and<sup>20</sup> the last nine have died. (25)

### Up-to-Date

"Willie," asked the teacher, "what was it Sir Walter Raleigh said when he placed his cloak on the muddy road<sup>20</sup> for the beautiful



queen to walk over?" Willie, the ultra-modern, gazed about the classroom in dismay, and then, taking<sup>40</sup> a long chance, replied: "Step on it, kid!" (48)

### *Nobody Home*

"Why didn't you send a man to mend my electric bell?"

"I did, madam, but as he rang three times<sup>20</sup> and got no answer, my man decided there was nobody at home." (32)

### *Champions All*

A man entered the lobby of a hotel and placed his umbrella in a stand and tied to the umbrella<sup>20</sup> a card with the words: "This umbrella belongs to a champion prize fighter. Back in ten minutes."

In twenty minutes<sup>40</sup> he returned to find his umbrella gone. The card, however, was still there, and on it someone had scribbled: "Umbrella<sup>60</sup> taken by champion long-distance runner." (66)

### *Severe Loss*

"So your wife eloped with the chauffeur? I'm sorry, old man."

"So am I. James was a darn good chauffeur." (20)

## *Bookkeeping Brevities*

### *No. 1*

(Continued from page 188)

case when the bookkeeping cycle is followed in chronological sequence from original entry through posting, trial balance, statement preparation, and ledger closing. Recognized necessity for improvement in this phase of bookkeeping instruction has caused almost universal abandonment of the methods of approach in vogue a decade ago and has brought about the substitution of more simple, direct, and pedagogically correct means of introducing the subject.

Another important change in the teaching procedure is the presentation of the various phases of the bookkeeping cycle in logical rather than chronological sequence. No longer do we base two years or more of bookkeeping instruction on continual use of long practice sets containing a multiplicity of business forms, blank books, vouchers, etc., that serve only to

confuse the student, obscure objectives, and generally rob the subject of much of its inherent educational value.

Such changes have resulted not only in more effective development of vocational efficiency, but also in greater emphasis on inherent educational values of the subject. But of this we expect to say more later.

[The second article of this series will appear next month.]



## *Obituary*

(Concluded from page 198)

would spell community honor and progress. He was a member of the various civic associations dedicated to the upbuilding of the city and he was also a devout church man.

In Mr. Frazier's passing Paterson loses a man who could ill be spared.

Mr. Frazier is survived by a wife, Nellie Anderson Frazier, and two sons, Joseph, now attending Blair Academy, and Harold, an undergraduate of Yale University.

We speak the sentiments of the entire commercial world in expressing our heartfelt sympathy.

### *Mrs. C. Warren Kean*

JUST as we go to press word is received of the passing of Mrs. C. Warren Kean. The many friends made by Mr. Kean through his activities as a teacher in the New York City High School of Commerce, and in the summer school of Columbia University, will extend heartfelt sympathy to him in his bereavement.



## *Important Conference*

(Continued from page 206)

bution. If you wish an adequate picture of the nature of these conferences, write Dr. E. G. Blackstone (College of Education, State University of Iowa, Iowa City, Iowa) for a copy of what occurred. He will be glad to supply you with this report, and with any additional information desired about the meeting to be held just after Washington's birthday.

Remember the dates—February 24-25-26!

# Rational Bookkeeping and Accounting

by

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